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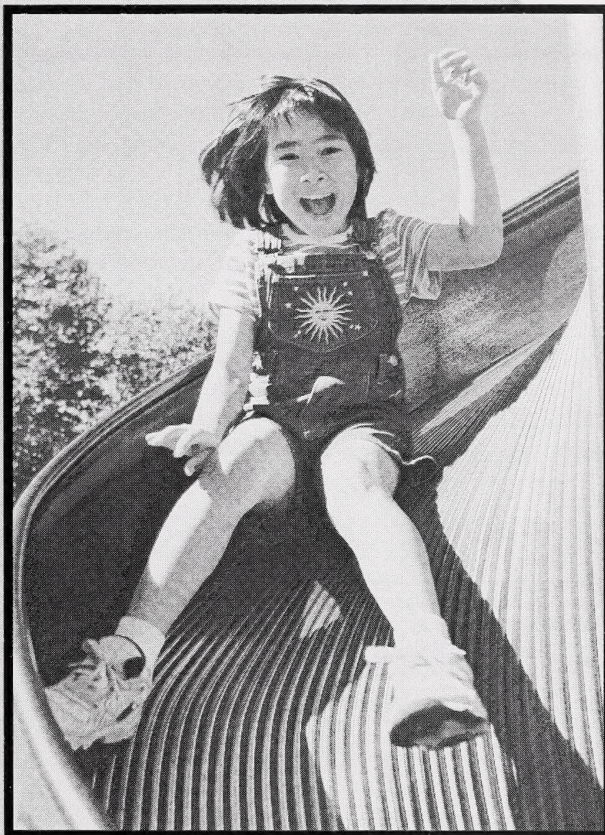
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## Mathematics Module 3



## Assignment Booklet 3A



**Distance  
Learning**



## FOR TEACHER'S USE ONLY

### Mathematics

Understanding of Concepts

Accuracy



This document is intended for

Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics  
Assignment Booklet 3A  
Module 3  
Learning Technologies Branch  
ISBN 0-7741-1743-5

Cover Photo: EyeWire, Inc.

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# Grade One Mathematics – Assignment Booklet 3A

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written to read with the student. For certain assignments, home instructor directions are also required. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type style and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

Mathematics 1

Assignment Booklet 1A

Day 4

Assignment 2 (continued)

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white sheep pictures and the field picture from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.

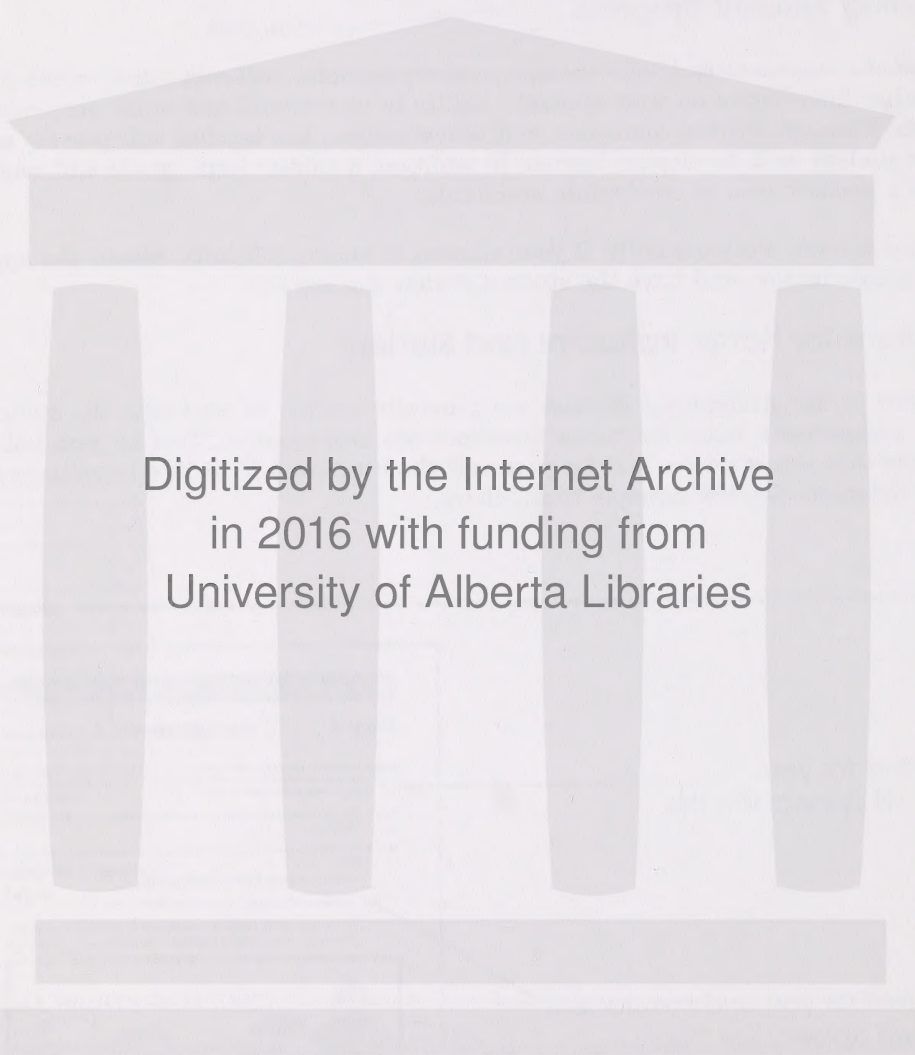
Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued





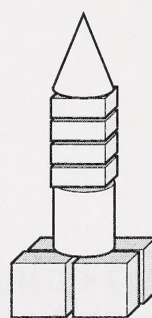
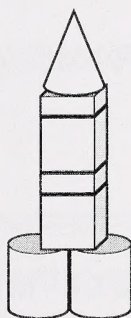
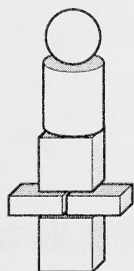
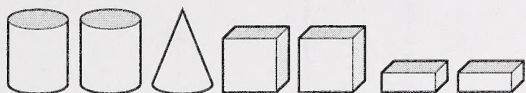
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[https://archive.org/details/gradeonemathemat03albe\\_0](https://archive.org/details/gradeonemathemat03albe_0)

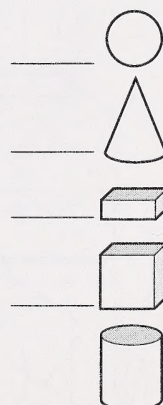
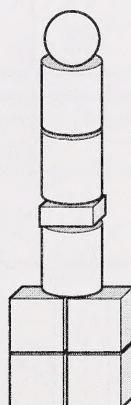
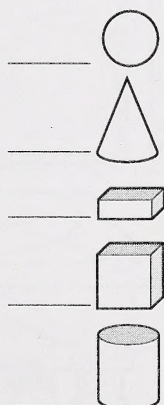
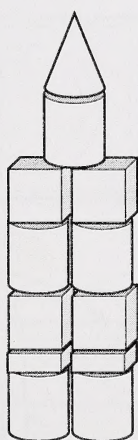
## Day 1

## Assignment

Circle the tower that was built with these blocks.



Print the total number of each block used in the towers.



Which **solid** do you like best for building? Why?

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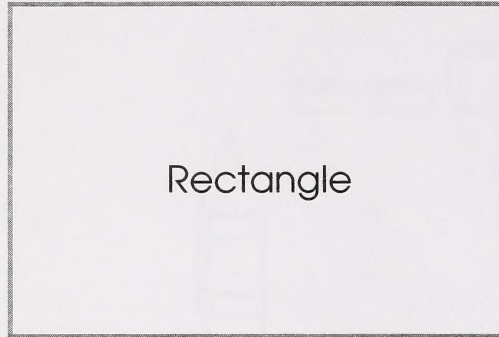


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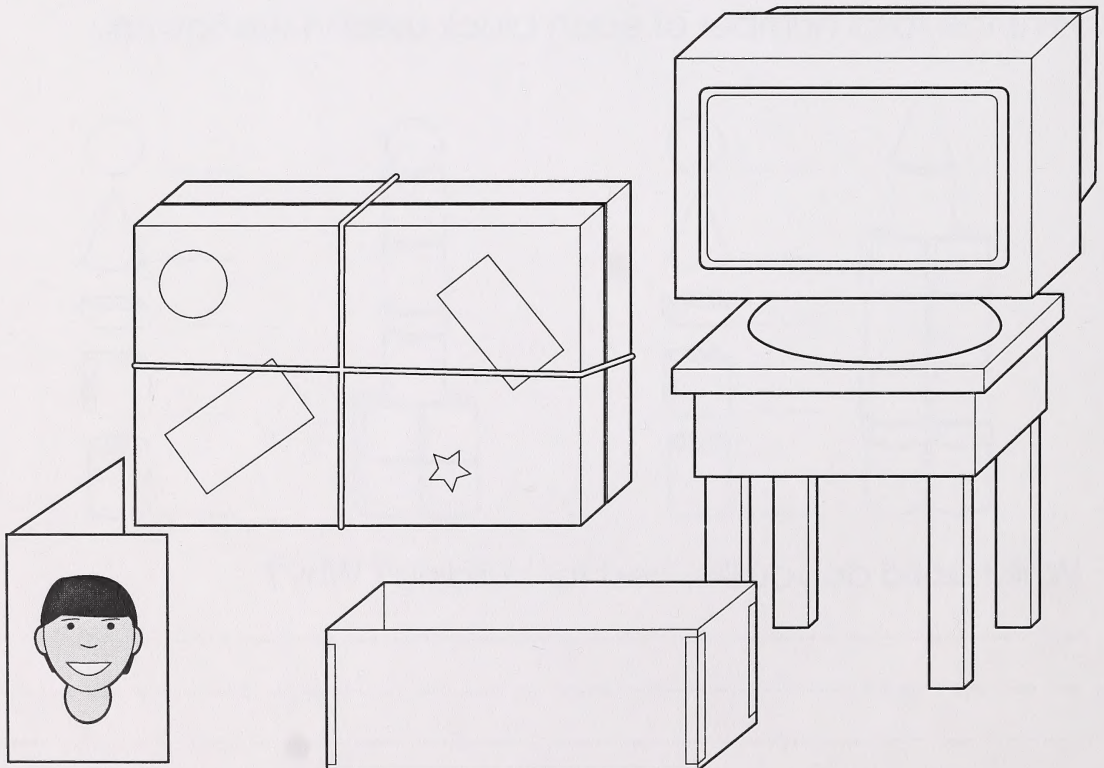
# Day 2

# Assignment 1

Trace around the sides of the following rectangle.



Find rectangular shapes, and then trace around the sides of these shapes.

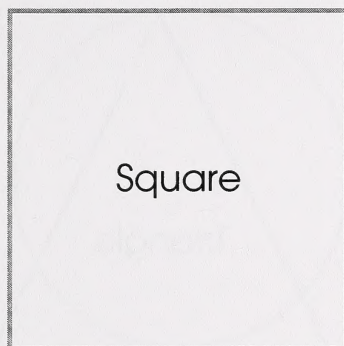


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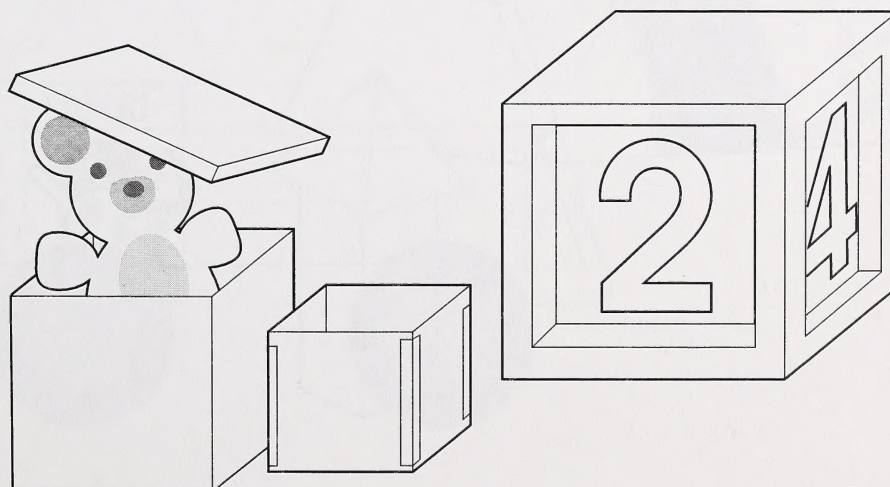
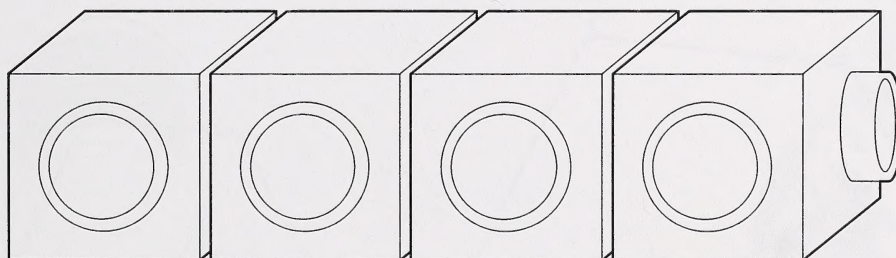


# Day 2 Assignment 1 (continued)

Trace around the sides of the following square.



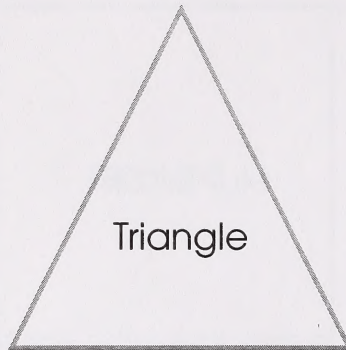
Find square shapes, and then trace around the sides of these shapes.



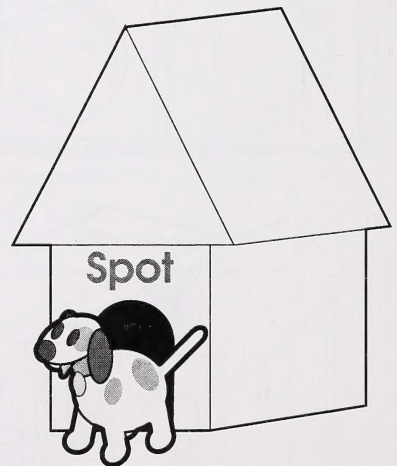
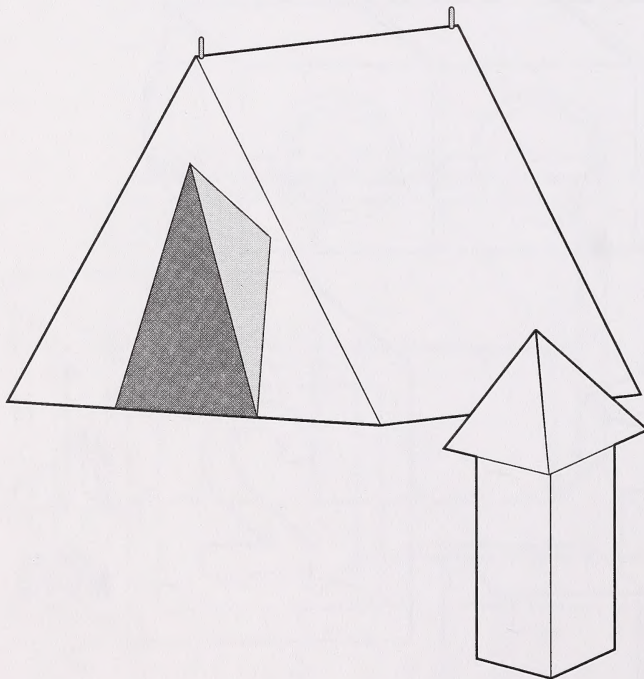
Continued

**Day 2****Assignment 1** (continued)

Trace around the sides of the following triangle.



Find triangular shapes, and then trace around the sides of these shapes.

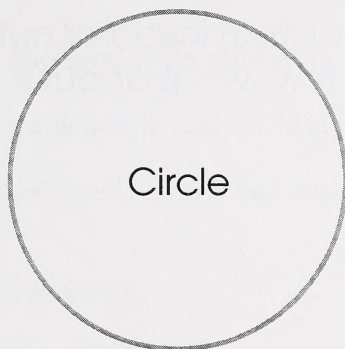


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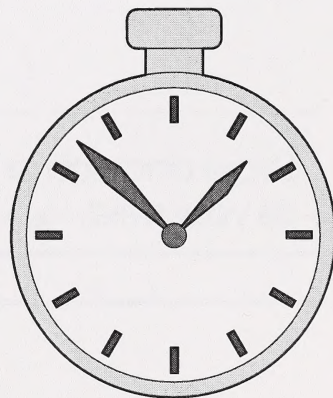
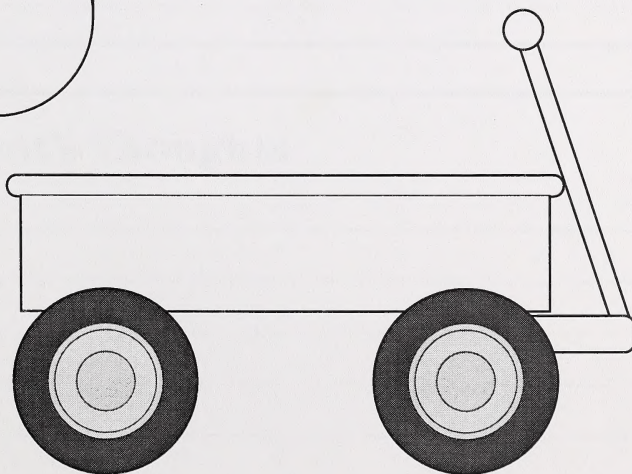
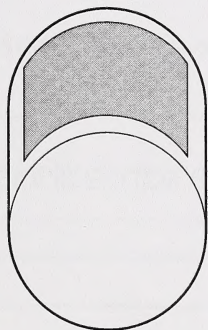


**Day 2****Assignment 1** (continued)

Trace around the sides of the following circle.



Find circular shapes, and then trace around the sides of these shapes.



# Day 2

# Assignment 2

## Solids Around You

Choose a solid object from inside or outside your home. Draw the solid and print a few words about it.

Draw and name two other objects that have the same shape as your solid.



# Day 2

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- relate geometric solids and shapes to real-world objects
- explore, classify, and describe geometric solids according to not more than two attributes

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is the student able to relate geometric solids and shapes to real-world objects?

☐ yes    ☐ not yet    Is the student able to explore, classify, and describe geometric solids according to not more than two attributes?

## Additional Comments

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## Student's Thoughts

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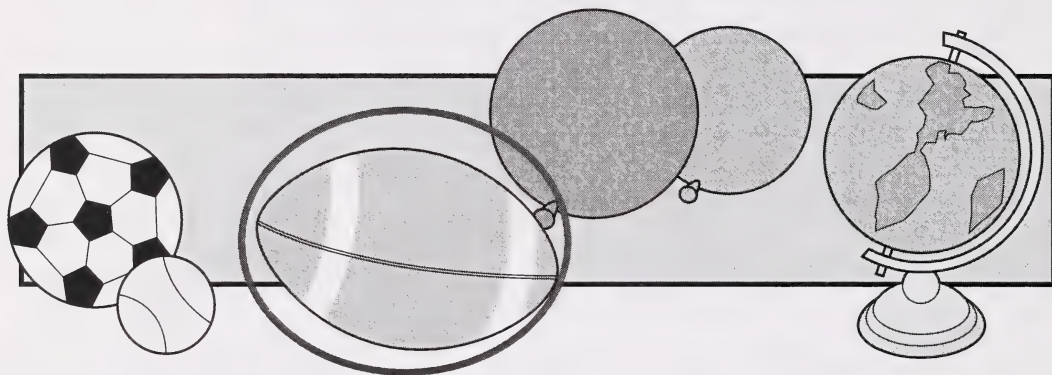
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# Day 3

# Assignment

Look at each group of pictures. Circle the picture that does not belong in the group. Tell why the other solids belong together. An example has been done for you.

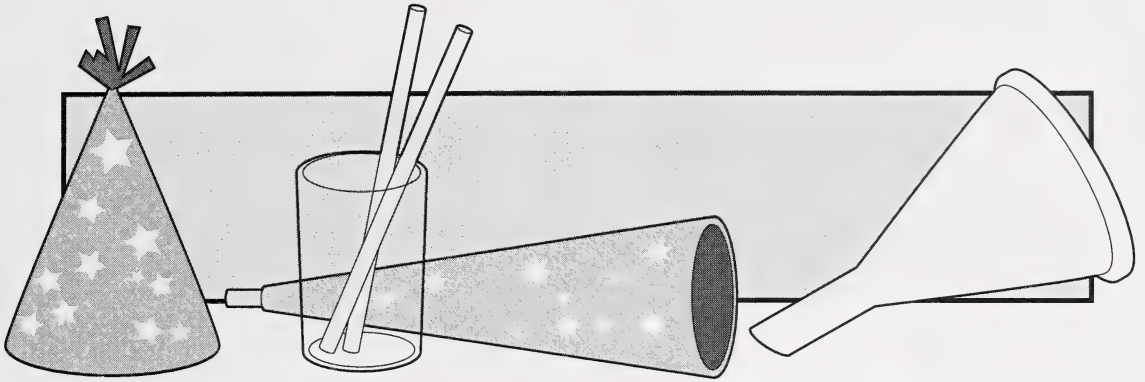


These solids belong together because they are all circular in shape.



## Day 3

## Assignment (continued)



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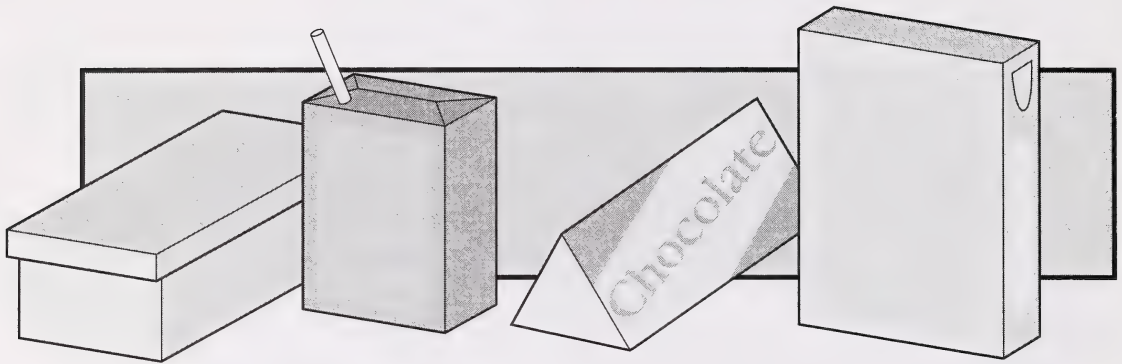
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Continued

## Day 3

## Assignment (continued)



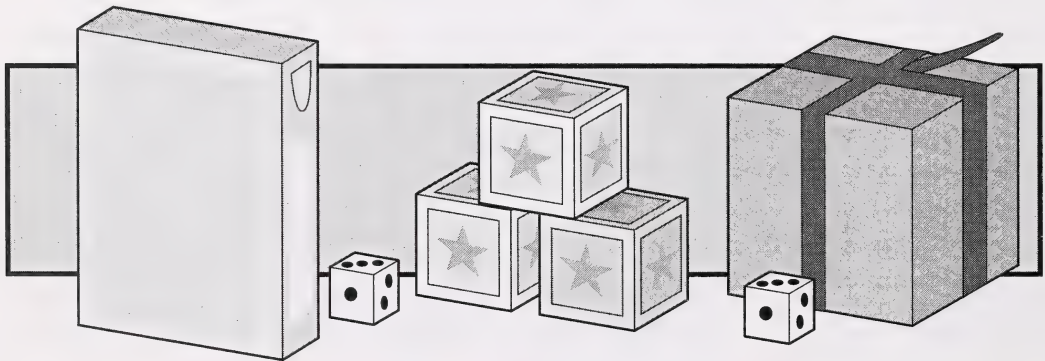
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# Day 3

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- relate geometric solids and shapes to real-world objects
- identify similarities and differences in geometric solids
- apply a sorting rule to sort geometric solids

Check **yes** or **not yet** for each question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to relate geometric solids and shapes to real-world objects?  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify similarities and differences in geometric solids? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to apply a sorting rule to sort geometric solids?             |

## Additional Comments

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## Student's Thoughts

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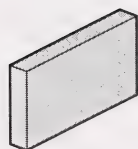
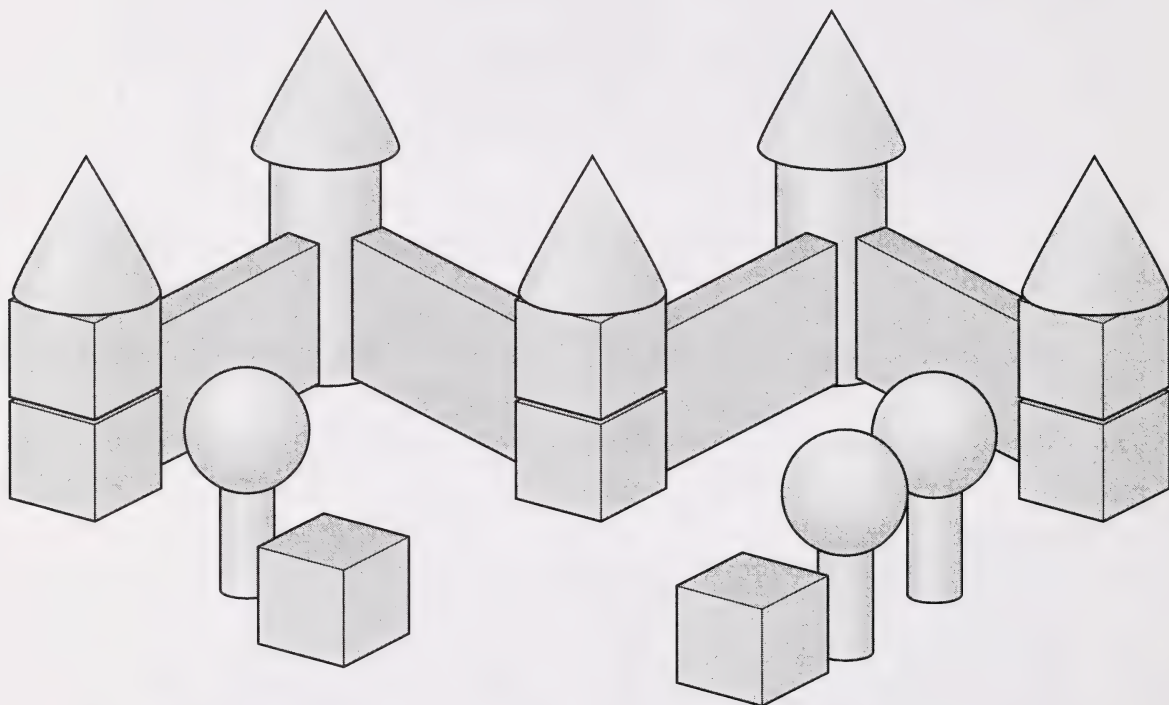
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# Day 4

# Assignment

Look at the picture of the castle. Count how many of each of the solids were used to build the castle. Print the number used. An example has been done for you.



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# Day 4

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify similarities and differences in geometric solids
- create a map using geometric solids
- identify geometric solids in a composite picture

Check **yes** or **not yet** for the question.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify similarities and differences in geometric solids? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Was the student able to create a map using geometric solids?                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify geometric solids in a composite picture?          |

## Additional Comments

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## Student's Thoughts

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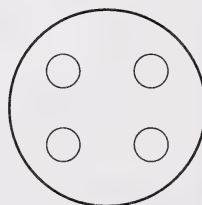
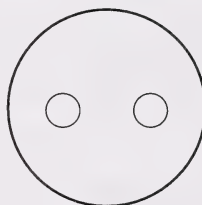
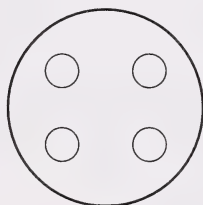
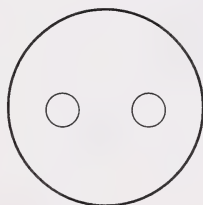
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# Day 5

# Assignment 1

Make copies of the following **patterns**.

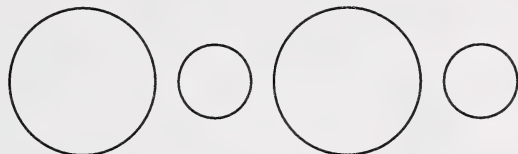




## Day 5

## Assignment 2

In the following **patterns**, draw what shapes come next.



Make two of your own **patterns**.

# Day 5

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify, extend, and construct patterns

Check **yes** or **not yet** for the question.

☐ yes    ☐ not yet    Is the student able to identify, extend, and construct a pattern?

## Additional Comments

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## Student's Thoughts

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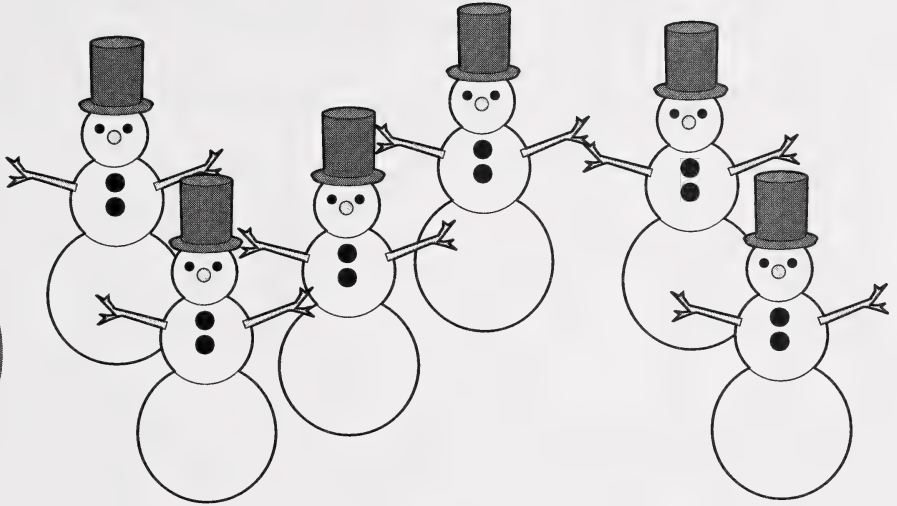
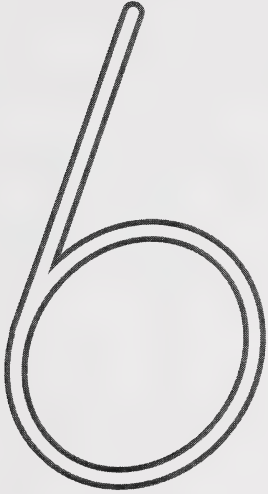
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# Day 6

# Assignment

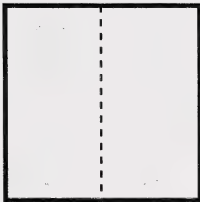
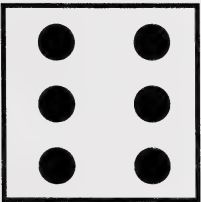
Colour the 6 snowmen.



Sets of 6

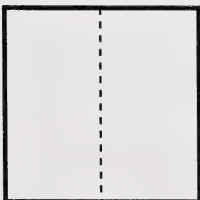
Show  
3 dots +  
3 dots.

Show  
4 dots +  
2 dots.



Show  
1 dot +  
5 dots.





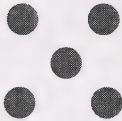

Show  
2 dots +  
4 dots.





Continued

**Day 6****Assignment (continued)**

Count the dots and print the number below each set of dots.  
An example has been done for you.

					
1					

Practise printing 6 in the boxes.

				
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Continued



**Day 6****Assignment** (continued)

Practise printing the number words to **six** in the boxes below.  
An example has been done for you.

zero	one	two
three	four	five
	six	

Continued

**Day 6****Assignment** (continued)

Show with dots the number in each box. An example has been done for you.

0	1	2	3
	•		

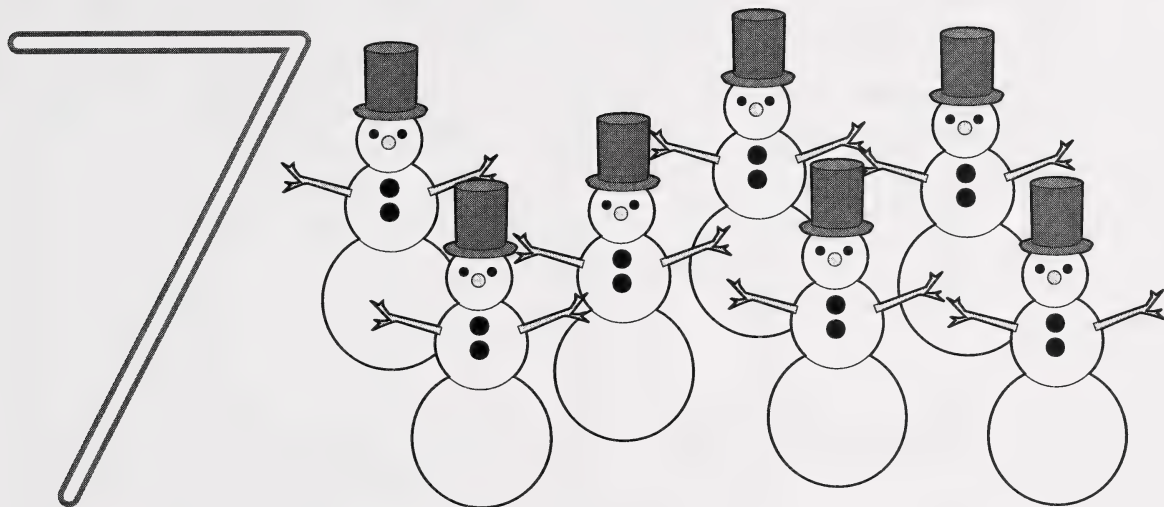
4	5	6



## Day 7

## Assignment 1

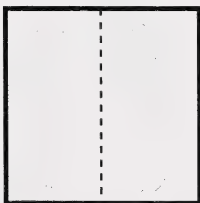
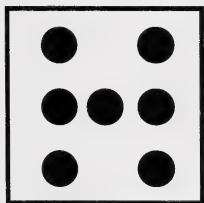
Colour the 7 snowmen.



Sets of 7

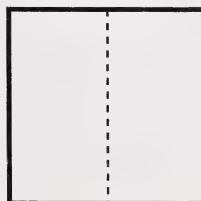
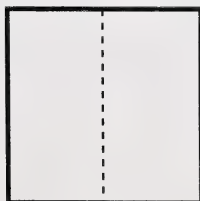
Show  
3 dots +  
4 dots.

Show  
5 dots +  
2 dots.



Show  
4 dots +  
3 dots.

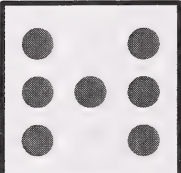
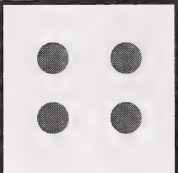
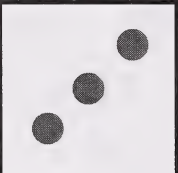
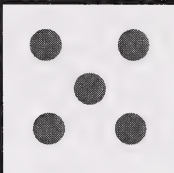
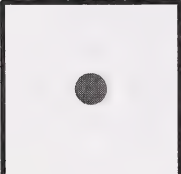
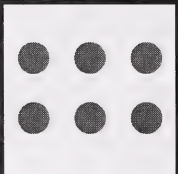
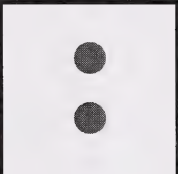
Show  
6 dots +  
1 dots.




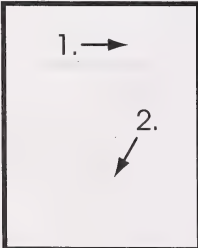
Continued

**Day 7****Assignment 1** (continued)

Count the dots and print the number underneath each set of dots. An example has been done for you.

Practise printing 7 in the boxes.

				
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Continued

**Day 7****Assignment 1** (continued)

Show each number with coloured dots.

0	1	2	3
4	5	6	7

Continued



## Day 7

## Assignment 1 (continued)

Practise printing the number words **one** to **seven** in the boxes.  
An example has been done for you.

zero

one

two

three

four

five

six

seven

## Day 7

## Assignment 2

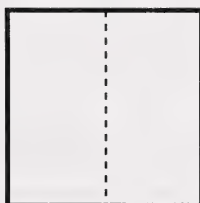
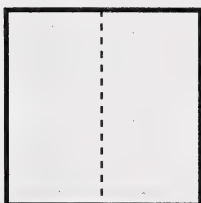
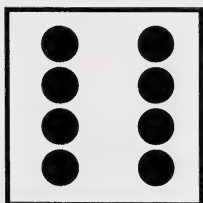
Colour the 8 skaters and number them from 1 to 8.



## Sets of 8

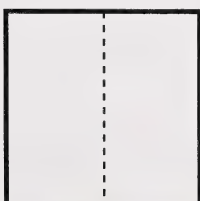
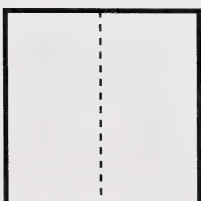
Show  
4 dots +  
4 dots.

Show  
5 dots +  
3 dots.



Show  
6 dot +  
2 dots.

Show  
7 dots +  
1 dots.

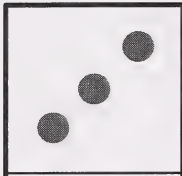
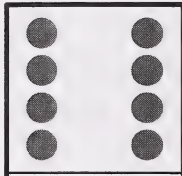
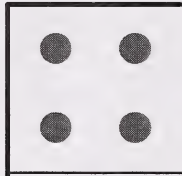
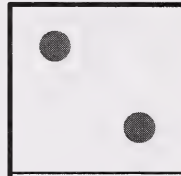
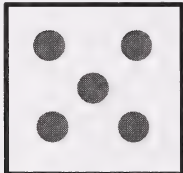
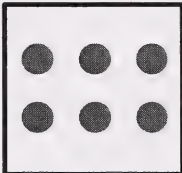
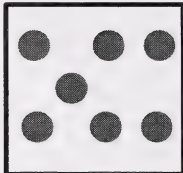


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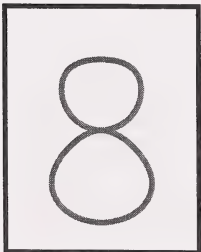
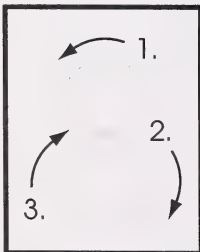
## Day 7

## Assignment 2 (continued)

Count the dots and print the number below. An example has been done for you.

Practise printing 8 in the boxes.

				
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Continued




## Day 7

## Assignment 2 (continued)

Put in the missing numbers. Show the numbers with dots.

1	2	3	4
•	• •		
	6		

Practise printing the word **eight** in the boxes below.

eight		
		

## Day 7

## Learning Log

**Home Instructor's Comments**

The focus for today is on the student's ability to

- identify and construct sets of zero to eight members
- print the numbers **7** and **8** and the words **seven** and **eight**
- understand the concepts of one more, one less, and equivalence

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is the student able to identify sets of zero to eight members?

☐ yes    ☐ not yet    Was the student able to print the numbers **7** and **8** and the words **seven** and **eight**?

**Additional Comments**

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**Student's Thoughts**

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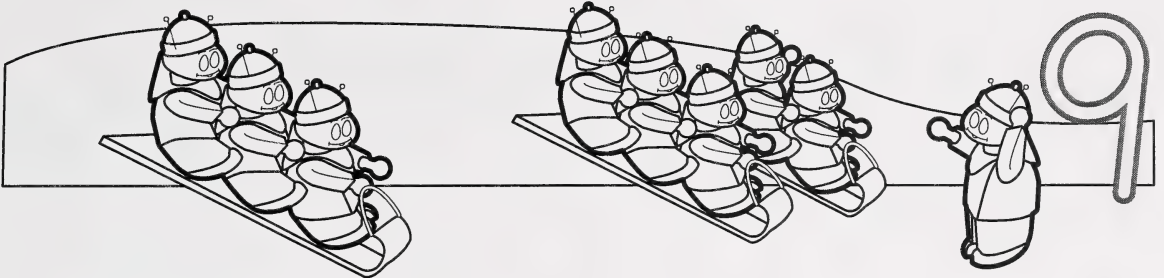
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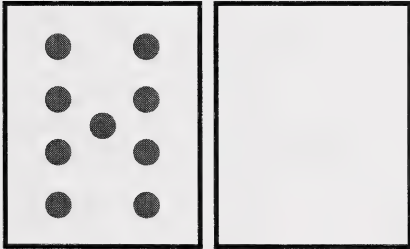
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# Day 8

# Assignment 1



Show a set of 9 dots here.



Practise printing 9.



Continued



## Day 8

## Assignment 1 (continued)

Practise printing the word **nine** in the boxes below.

nine



Print the number of dots that are in each box. One is done for you, as an example.

• • • •
4

• • • • • •

• • •

• • • • • • • •

• • • • • •

• •

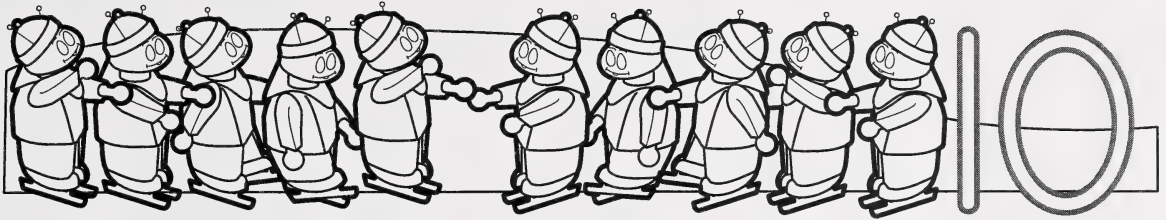
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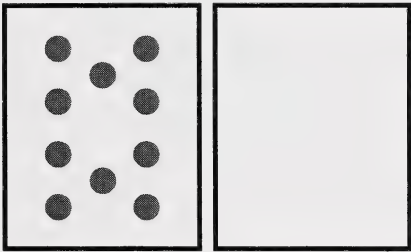
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## Day 8

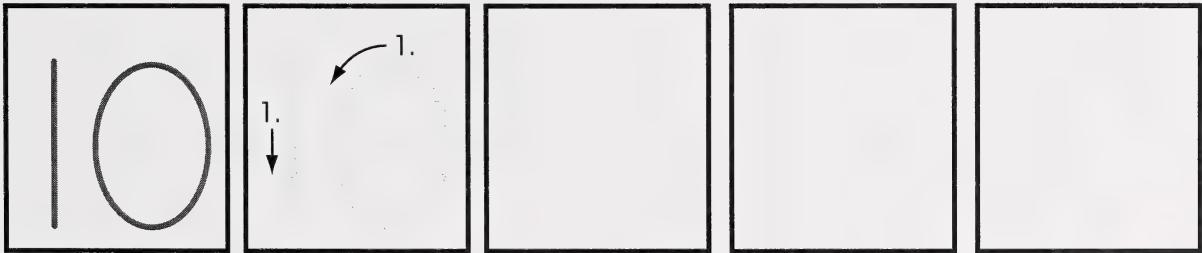
## Assignment 2



Show a set of 10 dots here.



Practise printing 10.



Continued

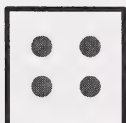
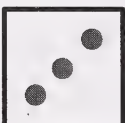
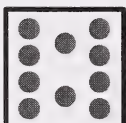
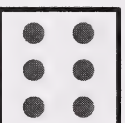
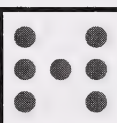
## Day 8

## Assignment 2 (continued)

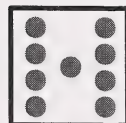
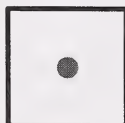
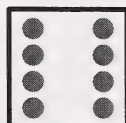

Practise printing the word **ten** in the boxes below.

ten		

Print the number of dots that are in each box. One is done for you, as an example.

				
4				

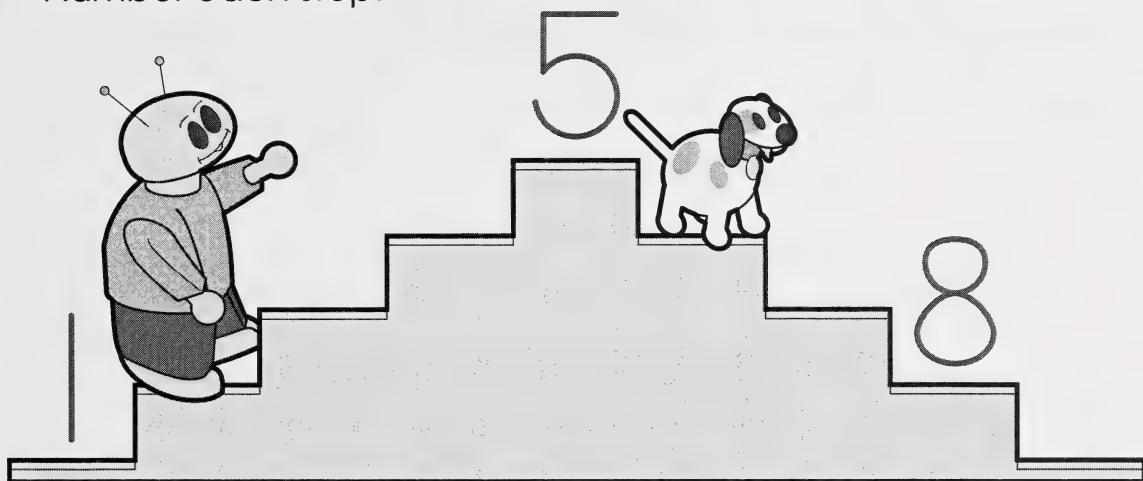
Continued



## Day 8

## Assignment 2 (continued)

Number each step.



Print the numbers from 1 to 9.

1			4					
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## Day 8

## Learning Log

**Home Instructor's Comments**

The focus for today is on the student's ability to

- identify and construct sets of zero to ten members
- print the numbers **9** and **10**
- print the words **nine** and **ten**

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Was the student able to identify and construct sets of **zero** to **ten** members?

☐ yes    ☐ not yet    Was the student able to print the numbers **9** to **10**?

☐ yes    ☐ not yet    Was the student able to print the words **nine** and **ten**?

**Additional Comments**

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**Student's Thoughts**

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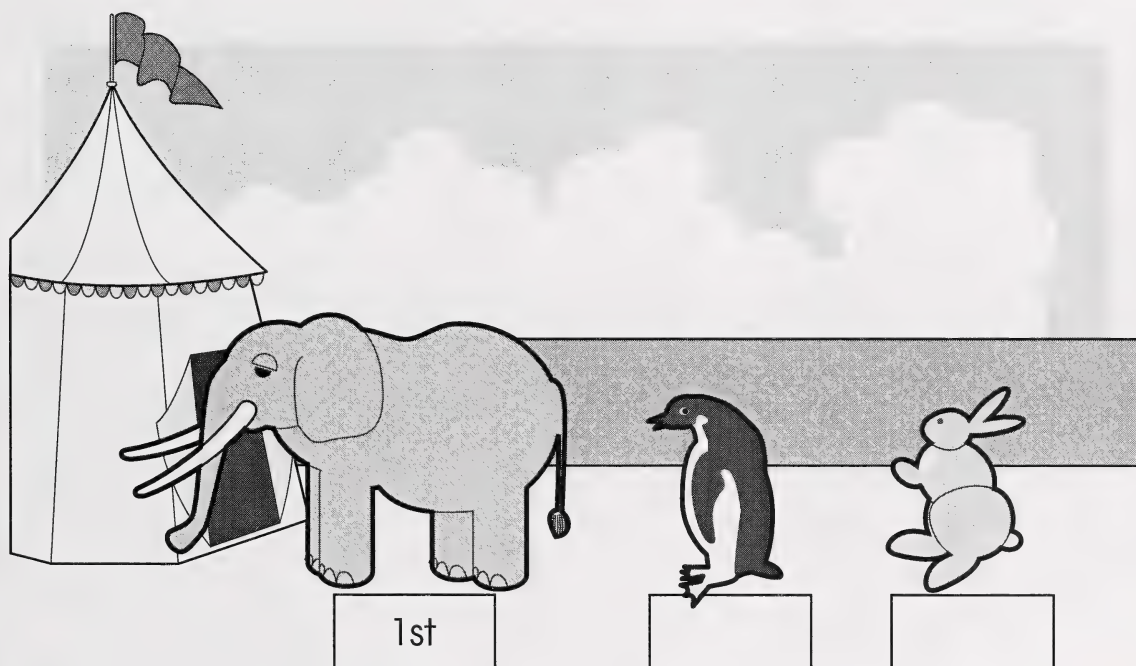
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## Day 9

## Assignment

Harriet the elephant wakes up early to go to the circus because she wants to be **first** in line. She is the **first** one there, and her animal friends line up behind her. Print the **ordinal number** underneath each animal that is waiting in line. The **first** one has been done for you as an example.



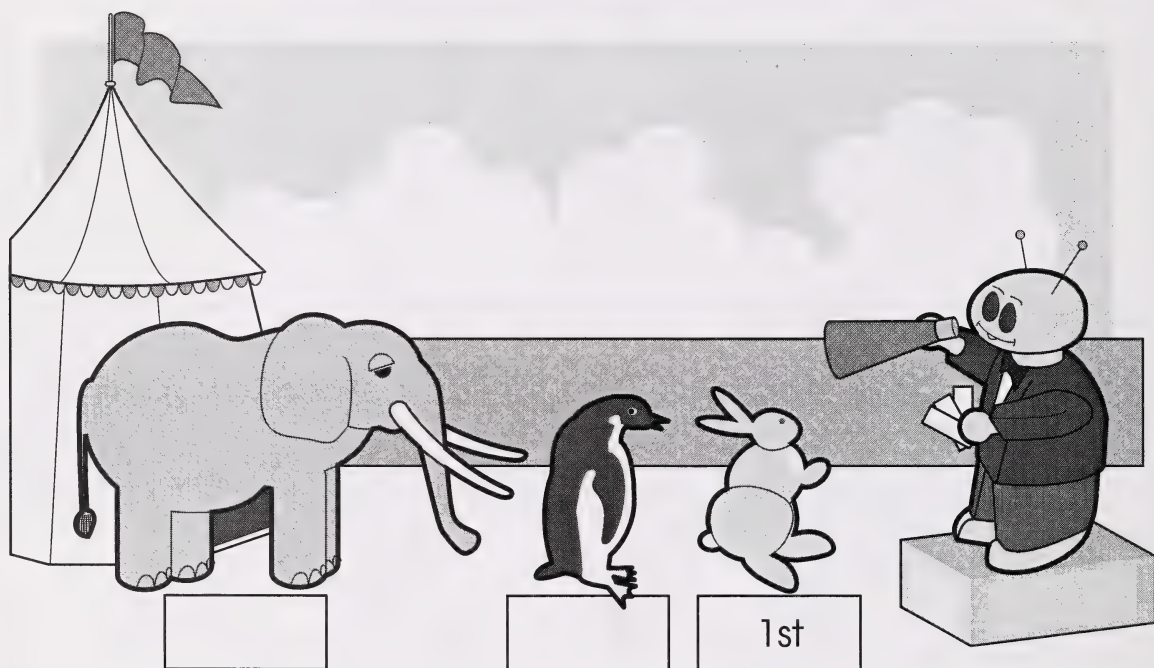
Continued



## Day 9

## Assignment (continued)

Unfortunately, the circus owner had to set up the entrance booth at the other end of the line. Now all the animals turn around, and Harriet is last in line. Print the **ordinal number** underneath each animal that is waiting in the circus line-up.



# Day 9

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify and label the order of things to the tenth object

Check **yes** or **not yet** for the question.

☐ yes    ☐ not yet    Is the student able to identify and label the order of things to the tenth object?

## Additional Comments

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## Student's Thoughts

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# Grade One Mathematics – Assignment Booklet 3A

## Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 3A

### Day 2

☐ My Geometric Solid Booklet

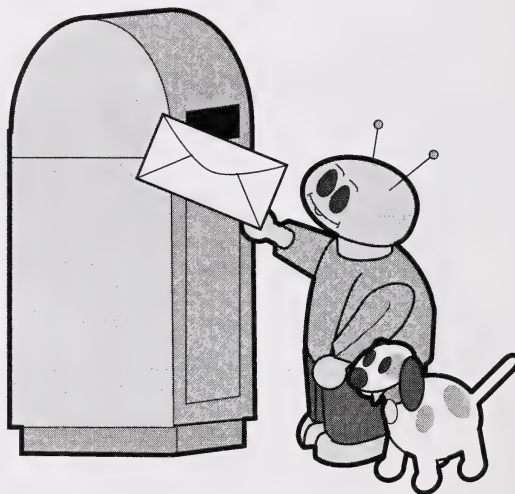
### Day 4

☐ Photograph or brief description of Geometric Town (optional)

☐ Photograph or brief description of Geometric Solids Creature (optional)

### Day 5

☐ My Pattern Booklet





NOELL  
L. 8 V. 13

## Mathematics Module 3



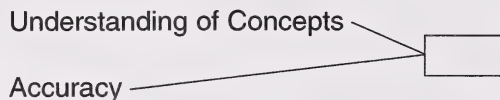
## Assignment Booklet 3B



**Distance  
Learning**

## FOR TEACHER'S USE ONLY

### Mathematics



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics  
Assignment Booklet 3B  
Module 3  
Learning Technologies Branch  
ISBN 0-7741-1744-3

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# Grade One Mathematics – Assignment Booklet 3B

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written to read with the student. For certain assignments, home instructor directions are also required. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type style and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

**Mathematics 1****Assignment Booklet 1A**

**Day 4****Assignment 2 (continued)**

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white **sheep pictures** and the **field picture** from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

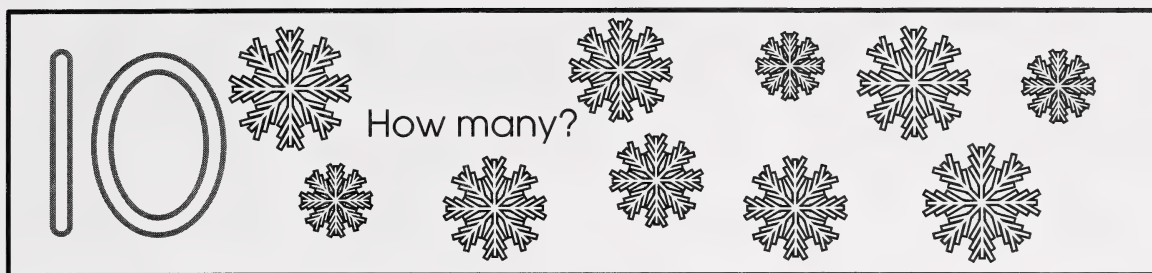
Continued





## Day 10

## Assignment



Print the missing numbers in the boxes.

0	1			
		7		



Print the number words **zero** to **ten** on the lines.




Continued

**Day 10****Assignment** (continued)

Use different-coloured crayons to match the word to the number. An example has been done for you.

0	zero
1	four
2	three
3	five
4	two
5	one
6	eight
7	ten
8	six
9	seven
10	nine

Continued

## Day 10

## Assignment (continued)

Use different-coloured pencil crayons to link each number to a matching set of dots. An example has been done for you.

0



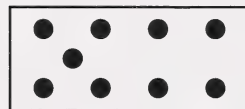
6



1



7



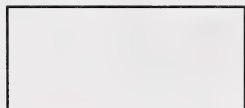
2



8



3



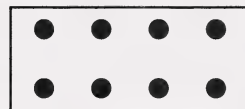
9



4



10



5



# Day 10

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets with zero to ten members
- match the numbers 0 to 10 to the correct number words and number of objects
- print the numbers from **0** to **10** and the words from **zero** to **ten**

Check **yes** or **not yet** for each question.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify sets of zero to ten members?   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to match the numbers 0 to 10 to the correct number words and number of objects?                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to print the numbers from <b>0</b> to <b>10</b> and the words from <b>zero</b> to <b>ten</b> ? |

## Additional Comments

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## Student's Thoughts

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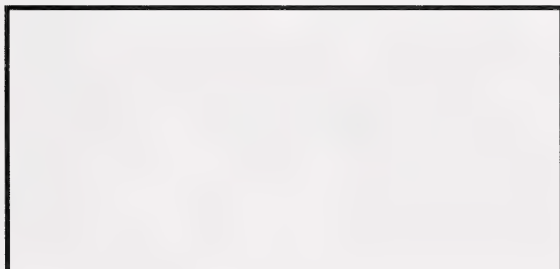
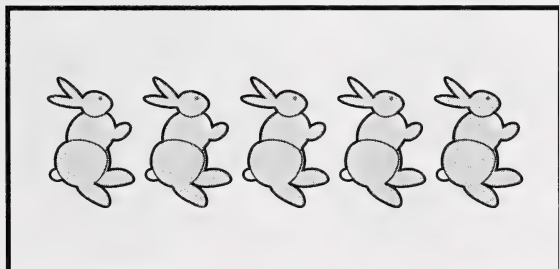
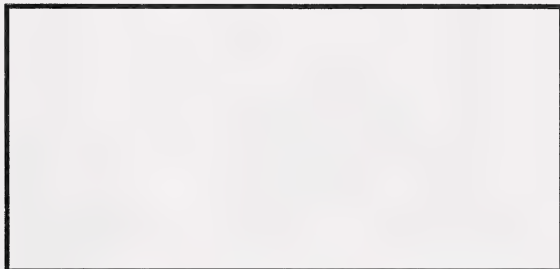
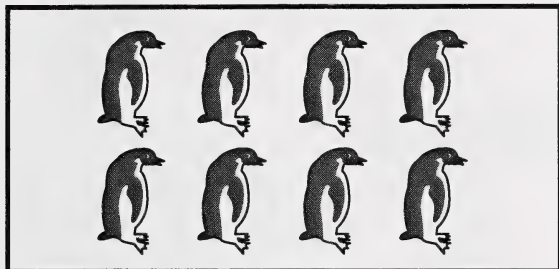
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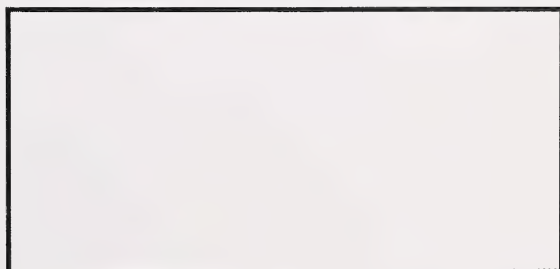
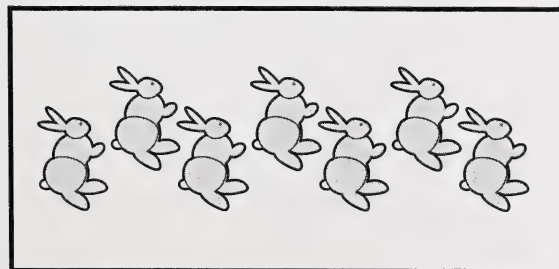
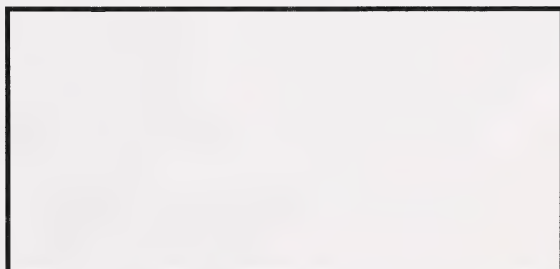
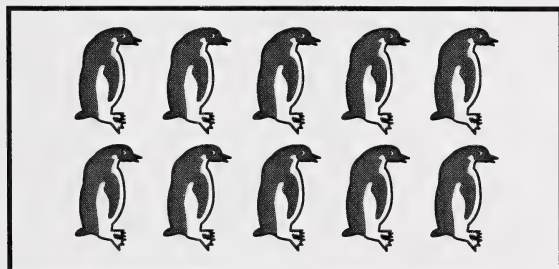
## Day 11

## Assignment 1

Draw another set with **more** members than each set on the left side of the page.



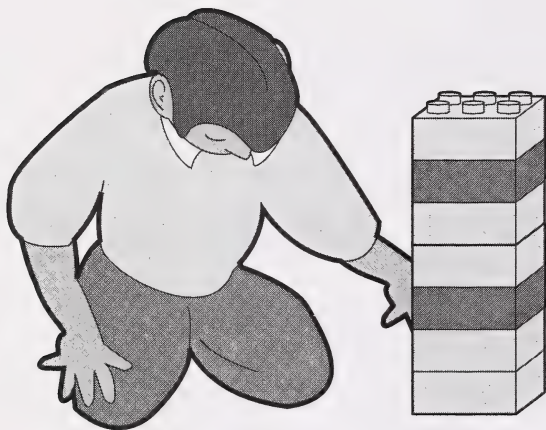
Draw another set with **less** members than each set on the left side of the page.



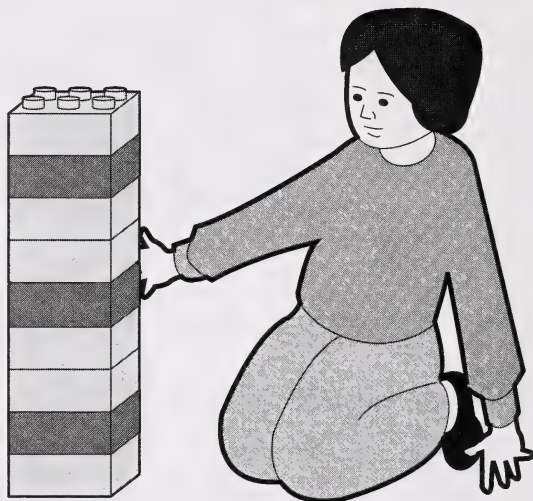
## Day 11

## Assignment 2

Marna and Vukhoa are building towers. Circle the right answers.



Vukhoa



Marna

How many blocks tall is Vukhoa's tower?

6	7	9
---	---	---

How many blocks tall is Marna's tower?

7	8	9
---	---	---

Whose tower has **more** blocks?

Marna    Vukhoa

How many **more** blocks?

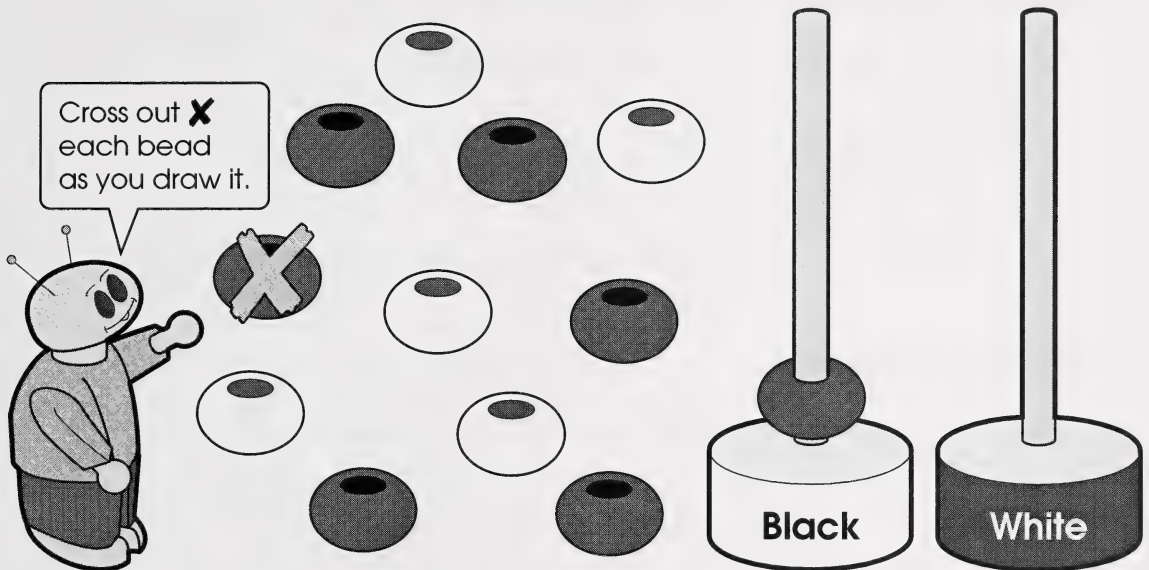
1	2	3
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Continued

## Day 11

## Assignment 2 (continued)

Sort Marna's beads by colour. Draw them on the posts.



Print the answers.

How many  ?

How many  ?

Which post has **more** beads? \_\_\_\_\_

How many **more**?

# Day 11

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify sets with more and less members

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is the student able to identify sets with more and less members?

## Additional Comments

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## Student's Thoughts

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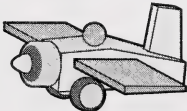



## Day 12

## Assignment

Draw **pennies** to show each **price**.

Shopping List

Price	Item	Number of Pennies
1¢		
3¢		
2¢		
5¢		
7¢		
10¢		

# Day 12

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify special features of a penny
- match the correct number of pennies to a price tag

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is the student able to identify special features of a penny?

☐ yes    ☐ not yet    Is the student able to match the correct number of pennies to a price tag?

## Additional Comments

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## Student's Thoughts

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## Day 13

## Assignment

Print the numbers that come **before**, **after**, or **between** the following numbers.

6

8

10

3

1

3

5

5

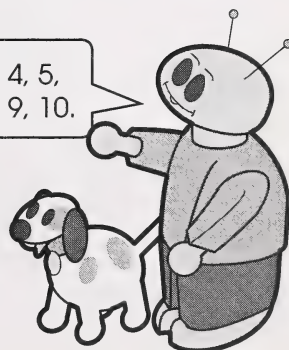
7

7

9

2

1, 2, 3, 4, 5,  
6, 7, 8, 9, 10.



## Day 13

## Learning Log

**Home Instructor's Comments**

The focus for today is on the student's ability to

- count to ten from a chosen number
- record numbers **before** and **after** a given number and **between** two given numbers

Check **yes** or **not yet** for each question.

- ☐ yes    ☐ not yet    Is the student able to count to ten from a chosen number?
- ☐ yes    ☐ not yet    Is the student able to record numbers **before** and **after** a given number and **between** two given numbers?

**Additional Comments**

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**Student's Thoughts**

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## Day 14

## Assignment 1

Print the number in each group. Circle the largest group. **Count forward** to find the total. An example has been done for you.

1.  8 +  1 = 9

2.       +       =     

3.       +       =     

4.       +       =     

5. Circle 5¢. **Count forward.**



     ¢

6. Circle 10¢. **Count forward.**



     ¢

Continued

# Day 14      Assignment 1 (continued)

7. Start with 6 candies. Add 3 more.

**Count forward** to find the total.



8. Start with 9 candies. Add 1 more.

**Count forward** to find the total.



9. You have 5 candies.

Choose the number of candies you want to take away.

**Count backward** to find the number left.



10. Choose the number of candies you have in the container.  
Take away the number shown.


**Count backward** to find the number left.





## Day 14


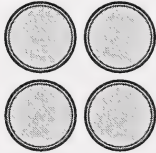
## Assignment 2

How many pennies are left? Print the number **remaining** in the space provided for you. An example has been done for you.



1.  -  7

2.  -  \_\_\_\_\_

3.  -  \_\_\_\_\_

4.  -  \_\_\_\_\_

5.  -  \_\_\_\_\_

6.  -  \_\_\_\_\_


Continued

# Day 14      Assignment 2 (continued)

7. Count backward.

15, 14, \_\_\_\_\_, \_\_\_\_\_, 11, \_\_\_\_\_, 9, 8, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, 4, \_\_\_\_\_, \_\_\_\_\_, 1, \_\_\_\_\_


Write the number sentence.

8. Start with 7 .



2 are eaten. How many are left?


---

9. Start with 10 .



\_\_\_\_\_ popped. How many are left?

---

10. Start with \_\_\_\_\_ .

\_\_\_\_\_ fell down. How many are left?

---



# Day 14

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- count forward or backward from a given number

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is the student able to count forward or backward from a given number?

## Additional Comments

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## Student's Thoughts

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# Day 15

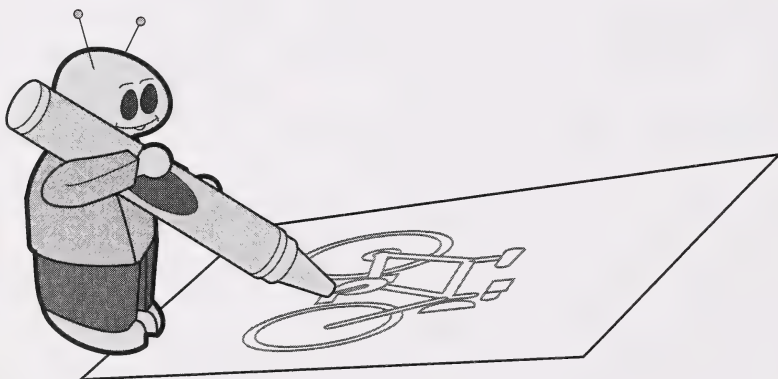
# Assignment

On a piece of unlined paper, ask the student to make an advertisement for an item that he or she would like to have. The child can choose to draw the item or use pictures from catalogues, newspapers, or magazines.

Include in the advertisement important information, such as the following:

- the name of the item
- the colour(s)
- the size
- the price
- the name, phone number, and address of the company that sells the item

Assist the child as necessary. In the Learning Log, please describe any difficulties the student experienced while completing this assignment.



# Day 15

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- gather and use information in order to develop a greater understanding of how mathematics is used in everyday situations

Check **yes** or **not yet** for the question.

- ☐ yes    ☐ not yet    Is the student able to gather and use information in order to develop a greater understanding of how mathematics is used in everyday situations?

## Additional Comments

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## Student's Thoughts

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## Day 16

## Assignment 1

Use a different-coloured crayon to link each set of objects to its matching number and number word. An example has been done for you.



1

5

9

6

4

2

10

3

7

8

seven

three

ten

two

four

six

nine

five

eight

one



## Day 16

## Assignment 1

Use counters to count forward. How many are in the closed hand? One has been done for you as an example.

10 in all

How many are in the closed hand?

7

8 in all

How many are in the closed hand?

7 in all

How many are in the closed hand?

9 in all

How many are in the closed hand?

Use counters to count backward. How many counters have been taken away?

6 in all

How many are in the closed hand?

10 in all

How many are in the closed hand?

# Day 16

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify number, number words, and sets to ten
- count forward and backward from a given number

Check **yes** or **not yet** for the question.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to identify numbers, number words, and sets of 10? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to count forward and backward from a given number? |

## Additional Comments

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## Student's Thoughts

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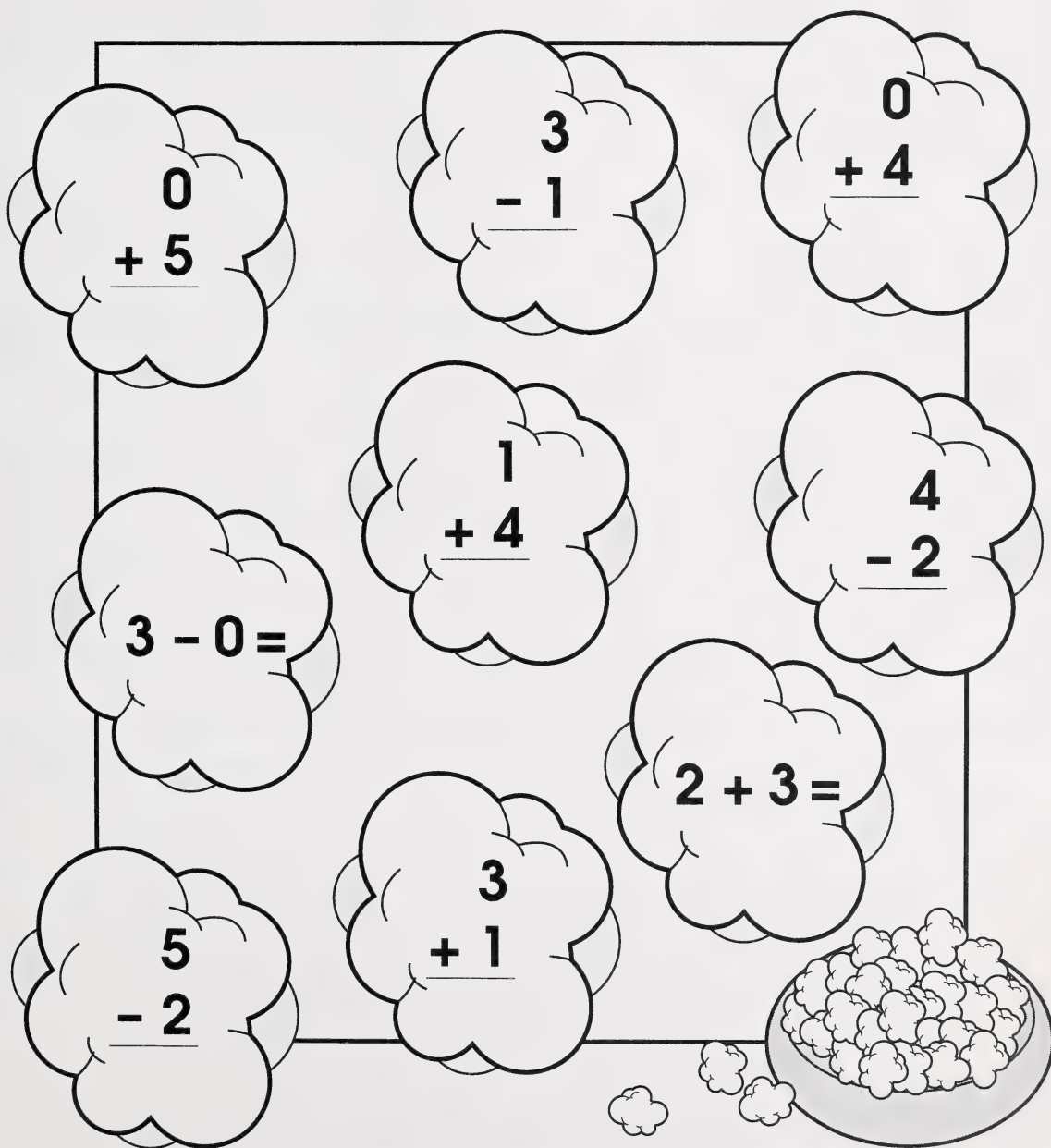
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## Day 17

## Assignment 1

Add and subtract. Watch the signs! Use counters to count forward or backward to solve the problems.



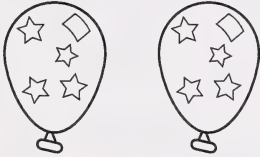
## Day 17

## Assignment 2

Make a set of ten members.



Make a set of five members.



Make a set of eight members.





# Day 17

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- add and subtract number facts to five
- make new sets by adding or subtracting members

Check **yes** or **not yet** for each question.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to add numbers to a sum of five?                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to subtract numbers to a difference of five?       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to make new sets by adding or subtracting members? |

## Additional Comments

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## Student's Thoughts

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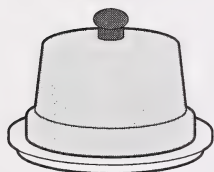
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# Day 18

# Assignment

Count to find out how many cookies there are in total, and then use the three-step method to show the sum. The first one has been done for you as an example.

1. There are 3 cookies under the cover. How many cookies are there in total? Complete the matching number sentence.

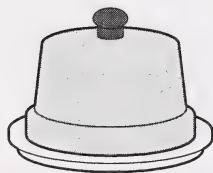


$$3 + \underline{\quad} = \underline{\quad}$$

$$3 + 2 = 5$$

There are 5 cookies in total.

2. There is 1 cookie under the cover. How many cookies are there in total? Complete the matching number sentence.

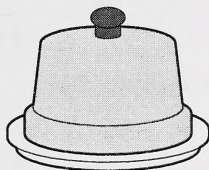


$$1 + \underline{\quad} = \underline{\quad}$$

## Day 18

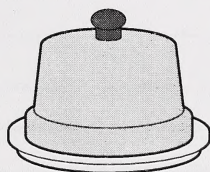
## Assignment (continued)

3. Two cookies are under the cover. How many cookies are there in total? Complete the matching number sentence.



$$2 + \underline{\quad} = \underline{\quad}$$

4. Four cookies are under the cover. How many cookies are there in total? Complete the matching number sentence.



$$4 + \underline{\quad} = \underline{\quad}$$



# Day 18

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- add numbers to sums of five
- use the counting-forward and counting-all strategies
- solve problems using number sentences to five

Check **yes** or **not yet** for each question.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to add numbers to a sum of five?                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to use the counting-forward and counting-all strategies? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is the student able to solve problems using number sentences?                |

### Additional Comments

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## Student's Thoughts

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# Grade One Mathematics – Assignment Booklet 3B

## Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 3B

### Day 11

☐ More and Less Booklet

### Day 12

☐ Rubbing Picture

### Day 13

☐ Before, After, and Between record sheet

### Day 14

☐ Counting Backward page (optional)

### Day 18

☐ My Baking Stories

